

## ***Kentucky World Language Learning Scenario***

### **Les Labyrinthes**

**Intended Level:** *High School*

**Guiding Question:** What was the purpose of labyrinths in medieval France and how are they used throughout the world today?

**Activity Summary:** Students learn about Chartres Cathedral and its medieval labyrinth, before constructing one of their own.

**Task:** In pairs, student will design and construct a labyrinth based on the seed pattern of the Chartres Cathedral labyrinth. Using vocabulary set for giving directions in the target language, student pairs will orally instruct classmates on how to walk their labyrinth.

#### **Kentucky World Language Content:**

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|-------------|--|
| WL-H-1.3.B2 | Give descriptions orally   |
| WL-H-1.3.B7 | Exchange information with peers and others                             |
| WL-H-1.3.D4 | Interpret and present information from authentic material to audiences |

#### **Kentucky Core Content for Assessment:**

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| PL-H-1.4.4 | Nutrition and exercise plans for lifetime physical and emotional health and fitness vary with individuals. |
| PL-H-1.8.2 | There is a relationship between stress and physical, mental and emotional health.                          |

### Steps for Planning and Implementing:

1. Teacher presents vocabulary set (see Materials section) via TPR activity with floor map of our town.
2. Teacher distributes informational packet (The Chartres Labyrinth) and reads with class.
3. Students perform finger labyrinth found in packet.
4. Students find a partner with whom they design their own labyrinth using the website for seed pattern (see Materials).
5. Each pair presents (in French) its labyrinth design in class, with the class choosing the three most interesting labyrinths to construct on campus lawn. (Students have the option of drawing their presentation or building a mini model.)
6. Student pairs choose and bring in the labyrinth “stone” of their choice to lay out their labyrinth pattern on campus lawn (see Materials for suggestions). Marchons le labyrinthe!
7. Students peer-assess one another’s labyrinths for rubric specifications concerning suitability and level of relaxation/meditation obtained.

### Materials:

- Information Packet: “The Chartres Labyrinth” from [http://www.lessons4living.com/chartres\\_labyrinth.htm](http://www.lessons4living.com/chartres_labyrinth.htm)
- Website for seed pattern: [www.geomancy.org/labyrinths/index.htm](http://www.geomancy.org/labyrinths/index.htm)
- Labyrinth “stones” of choice: legos, rocks, shoes, books, etc.

<b>Rubric:</b>	<b>Communication</b> 1.3 WL-M-1.3.B2 WL-M-1.3.B7	<b>Connections</b> 3.1 PL-H.1.4.4 PH-L-1.8.2
<b>Exceeds Expectations</b>	Student uses entire vocabulary set to clearly describe the walking pattern of their labyrinth in their oral presentation to classmates.	Student design a labyrinth that is suitable for all classmates to walk, and holds the highest relaxation meditation potential possible in its layout.
<b>Meets Expectations</b>	Student uses most of the vocabulary set to clearly describe the walking pattern of their labyrinth in their oral presentation to classmates.	Student design a labyrinth that is suitable for all classmates to walk, and holds a high level of relaxation meditation in its layout.
<b>Approaches Expectations</b>	Student uses some of the vocabulary set to clearly describe the walking pattern of their labyrinth in their oral presentation to classmates.	Student design a labyrinth that is suitable for all classmates to walk, and holds an average level of relaxation meditation in its layout.
<b>Struggles to Meet Expectations</b>	Student uses very few words from the vocabulary set to clearly describe the walking pattern of their labyrinth in their oral presentation to classmates..	Student design a labyrinth that is suitable for all classmates to walk, and holds a low level of relaxation meditation in its layout.

